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ABSTRACT

This document presents 16 domains and goals of a school district's guidance curriculum from kindergarten through grade 12. The goals described indicate that the program will help students to: (1) understand and respect themselves, including physical and mental health, physical and intellectual development, and personality development; (2) understand, respect, and care for others so as to develop and maintain effective relationships with peers and adults; (3) behave responsibly in the school environment; (4) take responsibility for themselves within the family; (5) take responsibility for themselves within the community; (6) use a systematic decision-making process; (7) develop competence in managing changes caused by their personal development or by changes in their environment; (8) use an effective problem solving process; (9) take responsibility for setting realistic goals and making personalized plans; (10) take responsibility for their own learning in the classroom; (11) take responsibility for their own learning in school; (12) take responsibility for their own learning in the community to enrich their school-based learning and to enhance their use of leisure time; (13) take responsibility for planning to use their future educational opportunites, with emphasis on planning for taking the next educational step successfully; (14) develop and maintain listening and expression skills in order to relate effectively with others; (15) use learned goal-setting and planning skills to establish tentative career goals; and (16) relate career choices to the demands of the work place. (ABL)

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CG 022003

NORTHSIDE INDEPENDENT SCHOOL DISTRICT

GUIDANCE CURRICULUM:

DOMAINS AND GOALS

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NORTHSIDE GUIDANCE CURRICULUM: DOMAINS & GOALS

DOMAIN 1: UNDERSTAND AND RESPECT THEMSELVES

GOAL: As a result of participating in the guidance program, students will be aware of, understand and respect their personal characteristics and care for their physical and mental health, their physical and intellectual development and the development of their personality.

DOMAIN 2: UNDERSTAND, RESPECT, AND RELATE TO OTHERS

GOAL: As a result of participating in the guidance program, students will understand, respect and care for others so as to develop and maintain effective relationships with peers and adults.

DOMAIN 3: BEHAVE RESPONSIBLY IN SCHOOL

GOAL: As a result of participating in the guidance program, students will take responsibility for their behaviors in the school environment.

DOMAIN 4: BEHAVE RESPONSIBLY IN THE FAMILY

GOAL: As a result of participating in the guidance program, students will take responsibility for themselves within the family.

DOMAIN 5: BEHAVE RESPONSIBLY IN THE COMMUNITY

GOAL: As a result of participating in the guidance program, students will take responsibility for themselves within their community.

DOMAIN 6: MAKE WISE CHOICES

GOAL: As a result of participating in the guidance program, students will use a systematic decision-making process.

DOMAIN 7: MANAGE CHANGE SUCCESSFULLY

GOAL: As a result of participating in the guidance program, students will develop competence in managing changes caused by their personal development or by changes in their environment.

DOMAIN 8: SOLVE PROBLEMS

GOAL: As a result of participating in the guidance program, students will use an effective problem solving process.

DOMAIN 9: USE WELL THEIR EDUCATIONAL OPPORTUNITIES IN THE CLASSROOM

GOAL: As a result of participating in the guidance program, students will take responsibility for their own learning in the classroom.

DOMAIN X: SET GOALS AND MAKE PLANS

GOAL: As a result of participating in the guidance program, students will take responsibility for setting realistic goals and making personalized plans.

DOMAIN 10: USE WELL THEIR EDUCATIONAL OPPORTUNITIES IN SCHOOL

GOAL: As a result of participating in the guidance program, students will take responsibility for their own learning in school.

DOMAIN 11: USE WELL THEIR EDUCATIONAL OPPORTUNITIES IN THE COMMUNITY

GOAL: As a result of participating in the guidance program, students will take responsibility for their own learning in the community to enrich their school-based learning and to enhance their use of leisure time.

DOMAIN 12: USE WELL THEIR FUTURE EDUCATIONAL OPPORTUNITIES

GOAL: As a result of participating in the guidance program, students will take responsibility for planning to use their future educational opportunities, with emphasis on planning for taking the next educational step successfully.

DOMAIN 13: COMMUNICATE EFFECTIVELY

GOAL: As a result of participating in the guidance program, students will develop and maintain listening and expression skills in order to relate effectively with others.

DOMAIN 14: PLAN/PREPARE FOR PERSONALLY SATISFYING LIVES

GOAL: As a result of participating in the guidance program, students will use learned goal-setting and planning skills to establish a tentative career goal based on their own interests, capabilities and values.

DOMAIN 15: PLAN/PREPARE FOR SOCIALLY USEFUL LIVES

GOAL: As a result of participating in the guidance program, students will relate their career choices to the demands of the world of work.

NORTHSIDE GUIDANCE CURRICULUM BY DOMAIN (STRAND)

SCOPE & SEQUENCE*

DOMAIN 1: UNDERSTAND AND RESPECT THEMSELVES

GOAL: As a result of participating in the guidance program, students will be aware of, understand and respect their personal characteristics and care for their physical and mental health, their physical and intellectual development and the development of their personality.

COMPETENCY/GRADE LEVEL:

More specifically, students will

- K: know their physical, intellectual and emotional characteristics.
- 1: understand that they are different from others physically, intellectually, and emotionally.
- 2: recognize how they care for themselves physically, intellectually, and emotionally.
- 3: assume responsibility for caring for themselves physically, intellectually, and emotionally.
- 4: take pride in their physical, intellectual and emotional accomplishments.
- 5: specify their physical, intellectual and emotional characteristics.
- 6: analyze how personal characteristics and abilities change and how they can be enhanced.
- 7: compare their characteristics and abilities with those of others and accept the differences they see in themselves.
- 8: distinguish between things that are helpful and those that are harmful to their physical, intellectual and emotional health.
- 9: predict methods they may use in caring for their physical, intellectual and emotional health.
- 10: assess how taking responsibility for their physical and mental health enhances their lives.
- 11: analyze when they take responsibility for themselves and when they do not.
- 12: value their individuality and mental and physical health.

DOMAIN 2: UNDERSTAND, RESPECT, AND RELATE TO OTHERS

GOAL: As a result of participating in the guidance program, students will understand, respect and care for others so as to develop and maintain effective relationships with peers and adults.

COMPETENCY/GRADE LEVEL:

More specifically, students will

- K: describe their work and play relationships with others. interact with others in ways that demonstrate caring and respect for them.
- 1: describe physical, intellectual and emotional characteristics of others.
- 2: understand work and play relationships with others.
- 3: describe the processes of making and keeping friends and in demonstrating respect for others.
- 4: recognize how the actions they take affect others' feelings.
- 5: specify characteristics in others they like/dislike, value/do not value.
- 6: analyze the skills needed to make and keep friends while maintaining their own standards.
- 7: understand how to assess current social relationships to judge their effectiveness.
- 8: understand the various ways they interact with peers and with adults.
- 9: compare/contrast their characteristics with those of others recognizing that individuals change.
- 10: evaluate the importance of having friendships with peers and adults.
- 11: participate effectively in cooperative and competitive endeavors and in situations which call for compromise.
- 12: evaluate the meaning of effective relationships and predict the role(s) of relationships in their adult lives.

DOMAIN 3: BEHAVE RESPONSIBLY IN SCHOOL

GOAL: As a result of participating in the guidance program, students will take responsibility for their behaviors in the school environment.

COMPETENCY/GRADE LEVEL:

More specifically, students will

- K: describe areas in school where they are self-sufficient and where they are not.
- 1: describe responsibilities they have in school.
- 2: understand that rules and procedures in school are to provide order to enhance the learning environment.
- 3: understand the importance of accepting their responsibilities and those of the teachers and other school staff within the learning environment.
- 4: understand that growing up requires more self-discipline , more acceptance of responsibility for their own behaviors.
- 5: analyze how good and bad consequences that occur are the logical results of their own actions.
- 6: analyze when they take responsibilities and when they do not/when they are self-disciplined and when they are not.
- 7: compare/contrast the consequences that occur when they take responsibility and when they do not/when they are self-disciplined and when they are not.
- 8: assess how, when they avoid responsibilities, their self-sufficiency within the school environment is hindered.
- 9: accept responsibility for their own actions.
- 10: plan how to better accept responsibility for their behaviors in school.
  describe situations where their behaviors affected others' behavior towards them.
- 11: conclude that accepting responsibility for their behaviors enhances their schooling and that avoiding responsibility for their behaviors hinders their schooling.
- 12: assess how taking responsibility for their own actions enhances their lives.

DOMAIN 4: BEHAVE RESPONSIBLY IN THE FAMILY

GOAL: As a result of participating in the guidance program, students will take responsibility for themselves within the family.

COMPETENCY/GRADE LEVEL:

More specifically, students will

- K: be aware of their place in the family system.
- 1: describe responsibilities they have as a family member.
- 2: understand that family rules and procedures contribute to family harmony.
- 3: describe responsibilities of their parents, other members of the family, and other adults they know
- 4: use methods that lead to effective cooperation within the family, both with parents and siblings.
- 5: describe various ways family members work together.
- 6: recognize that different family members are different in their likes, dislikes, strengths, weaknesses, goals.
- 7: respect individual family members' rights and responsibilities and at the same time interpret how the family system operates.
- 8: analyze effective family relationships, their importance and how they are formed.
- 9: analyze their own contributions to/detractions from the harmonious workings of their family system.
- 10: formulate how their use of effective communication skills enhances their family relationships.
- 11: assess their current family relationships and evaluate their effectiveness.
- 12: plan how they will establish a harmonious and effective family system of their own.

DOMAIN 5: BEHAVE RESPONSIBLY IN THE COMMUNITY

GOAL: As a result of participating in the guidance program, students will take responsibility for themselves within their community.

COMPETENCY/GRADE LEVEL:

More specifically, students will

K: be aware of their community and their place in it.
1: recognize that a community is shared by many.
2: describe their community's social traditions and laws.
3: describe the responsibilities of identified community leaders.
4: describe some basic rights/needs/wants of individuals in their community.
5: interpret how the traditions and laws that govern us benefit the community.
6: discuss how their actions in the community affect the community's welfare.
7: volunteer time to community projects.
8: analyze their own leadership potential.
9: define some social problems of their community.
10: describe their own role in solving community problems.
11: analyze the roles accepted by community leaders.
12: share in the division or responsible leadership in a community endeavor.

DOMAIN 6: MAKE WISE CHOICES

GOAL: As a result of participating in the guidance program, students will use a systematic decision-making process.

COMPETENCY/GRADE LEVEL:

More specifically, students will

- K: identify choices they make and realize the difficulty of choosing between two desirable alternatives.
- 1: describe decisions they make for themselves and those made for them by others.
- 2: describe the decisions that are difficult for them.
- 3: describe the process they use in making decisions.
- 4: describe the basic systematic decision-making process.
- 5: apply the basic systematic decision-making process to school-related choices.
- 6: apply the 8-step systematic decision-making process with emphasis on generating alternatives and understanding decision strategies.
- 7: analyze the role their values play in using the systematic decision-making process.
- 8: predict probable outcomes of various alternatives generated in using the systematic decision-making process.
- 9: analyze the importance of generating alternatives and assessing the consequences of each before making a decision.
- 10: accept responsibility for decisions they make using the systematic decision-making process.
- 11: analyze the consequences of decisions that others have made.
- 12: decide their post-high school and tentative career plans.

DOMAIN 7: MANAGE CHANGE SUCCESSFULLY

GOAL: As a result of participating in the guidance program, students will develop competence in managing changes caused by their personal development or by changes in their environment.

COMPETENCY/GRADE LEVEL:

More specifically, students will

K: describe how the school environment is different than the environment they were in last year.
1: describe how they have changed during the past year.
2: describe changes in their environment and how they feel about those changes.
3: summarize the things in themselves and in their environment that they have control over.
4: describe how they manage changes and understand that important events affect both their lives and others'.
5: understand that growing up allows them to manage more aspects of their own lives.
6: analyze ways they have control over themselves and their environment and ways they do not.
7: analyze the multiple changes that are occuring in themselves and their feelings about those changes.
8: explain the interactive effects of personal and/or environmental changes and describe strategies for managing change.
9: analyze the differences between the high school and the middle school environments and how they are managing the change.
10: evaluate how they manage changes in their environment and in themselves.
analyze how their interests, values and capabilities have changed and are changing.
11 predict how they will manage the change in their lifestyle that will occur after leaving high school.
12: plan how they will manage the transition to a young adult lifestyle.

DOMAIN 8: SOLVE PROBLEMS

GOAL: As a result of participating in the guidance program, students will use an effective problem solving process.

COMPETENCY/GRADE LEVEL:

More specifically, students will

K: identify a problem.
1: recognize a problem in a given situation.
2: recognize when a problem exists and what the "problem" is.
3: identify the problem in an uncomfortable situation and describe how they have contributed to it.
4: describe the problem solving process.
5: describe situations that produce unhappy or angry feelings and how they deal with those feelings and apply the problem solving process.
6: understand what "stress" means and describe appropriate methods for handling distress.
7: analyze how listening and talking helps to solve problems.
8: analyze how accepting responsibility helps them manage their lives and solve problems.
9: translate the systematic decision making process to apply to problem solving.
10: use appropriate methods to reduce their own stress during tension-producing situations.
11: manage situations that require problems solving.
12: formulate their own process for solving the various kinds of problems: personal, interpersonal, situational.

DOMAIN 3: USE WELL THEIR EDUCATIONAL OPPORTUNITIES IN THE CLASSROOM

GOAL: As a result of participating in the guidance program, students will take responsibility for their own learning in the classroom.

COMPETENCY/GRADE LEVEL:

More specifically, students will

K: describe things they learn at school.
1: transfer things they learn at school to situations outside of school.
2: recognize some benefits of things they have learned at school.
3: differentiate between those subjects which are easier for them and those which are harder.
4: describe the study skills necessary for learning each school subject.
5: analyze the various methods they use to learn in school.
6: relate their measured cognitive abilities to learning of various subjects and to use of study skills.
7: extend what they learn (past and present) at school to situations outside of school.
8: predict how they will use knowledge from certain subjects in future life and work experiences.
9: analyze personal learning styles and study skills and explain their importance.
10: evaluate personal learning style and study skills and plan to improve/expand them.
11: analyze how school-based learning enhances their lives.
12: decide that learning within/without the classroom will continue to enrich their lives.
evaluate ways they presently learn and predict how learning may continue in the future.

DOMAIN X: SET GOALS AND MAKE PLANS

GOA : As a result of participating in the guidance program, students will take responsibility for setting realistic goals and making personalized plans.

COMPETENCY/GRADE LEVEL:

More specifically, students will

K: describe their daily plan (schedule).
1: identify goals that others set.
2: describe goals they have.
3: recognize that achieving goals takes planning.
4: describe the goal-setting and planning processes.
5: construct personal goals and plans for achieving them.
6: distinguish between short- , intermediate- , and long-term goals.
7: analyze various methods of evaluating their progress towards a goal.
acknowledge that external factors may affect their ability to achieve goals.
8: formulate short- , intermediate-, and long-term life career goals and plan to meet the short-term goal.
9: contrast goals they desire to complete with those they expect to complete.
10: evaluate the importance of setting realistic goals, based on understanding of their own unique interests, values, and capabilities.
11: assess their ability to achieve past goals and how external factors have helped/hindered their ability to achieve goals and integrate this knowledge for the future.
12: decide their post high school plan based on their long- , intermediate- , and short-term goals.

DOMAIN 10: USE WELL THEIR EDUCATIONAL OPPORTUNITIES IN SCHOOL

GOAL: As a result of participating in the guidance program, students will take responsibility for their own learning in school.

COMPETENCY/GRADE LEVEL:

More specifically, students will

- K: describe their classroom, their playground, and identify the adults who work with them.
- 1: describe the school and identify the school personnel who are there to help them.
- 2: describe how tests help you learn and how to take them with confidence.
- 3: explain what achievement test results tell them about themselves.
- 4: construct learning goals from achievement test results.
- 5: apply the basic systematic decision making process to middle school elective choices.
- 6: manage themselves in the new environment of the middle school: describe the school, identify school personnel and their roles.
- 7: participate in at least one extra-/co-curricular activity.
- 8: anticipate the multiplicity of opportunities at the high school (co-curricular, extra-curricular, and extensions).
- 9: manage themselves in the new environment of the high school and plan to use the opportunities provided.
- 10: commit to participate in at least one extra-/co-curricular activity.
- 11: prepare to make good use of the testing available to facilitate post-high school planning.
- 12: decide that learning will continue to enrich their lives.

DOMAIN 11: USE WELL THEIR EDUCATIONAL OPPORTUNITIES IN THE COMMUNITY

GOAL: As a result of participating in the guidance program, students will take responsibility for their own learning in the community to enrich their school-based learning and to enhance their use of leisure time.

COMPETENCY/GRADE LEVEL:

More specifically, students will

K: describe their community.
1: define what constitutes a "community."
2: describe their community's make-up.
3: describe learning from experiences in different parts of their community.
4: experience learning in a part of their community that they may not yet have experienced.
5: describe how they use their leisure time in the community for their benefit and for that of others.
6: analyze how school learning experiences relate to their leisure activities.
7: participate in a leisure activity which relates to school-based learning.
8: relate learnings from outside of the school setting to school-based learning.
9: analyze how they use their community for learning and for leisure activities.
10: analyze how they could use their community's resources more fully to enhance school-based learning and to enrich their use of leisure time.
11: plan how they will use their community's resources more fully to complement their school-based learning and to enrich their use of leisure time.
12: decide how learning in the community will continue to enrich their lives.

DOMAIN 12: USE WELL THEIR FUTURE EDUCATIONAL OPPORTUNITIES

GOAL: As a result of participating in the guidance program, students will take responsibility for planning to use their future educational opportunities, with emphasis on planning for taking the next educational step successfully.

COMPETENCY/GRADE LEVEL:

More specifically, students will

- K: describe what first grade will be like and explain what they look forward to about it.
- 1: describe how first grade is similar to and different from Kindergarten and how they expect second grade to be.
- 2: relate how their anticipation of second grade in first grade helped them do/feel better in/about second grade.
- 3: define what "future" means and summarize what educational opportunities lie in their futures.
- 4: construct an educational goal for fifth grade in anticipation of using well their educational opportunities in middle school.
- 5: describe how middle school/6th grade might be similar to and different from elementary school/5th grade.
- 6: analyze the responsibilities that they have to take to succeed in middle school and how these are similar to/different than those in elementary school.
- 7: distinguish and categorize the multiple learning opportunities available to them in the middle school and how they use them.
- 8: predict the multiple educational opportunities that will be available to them in the high school and how they might use them.
- 9: prioritize which educational opportunities they will use in their high school years and how they will use them.
- 10: describe how taking responsibility for their own learning enhances that learning.
- 11: compare/contrast what responsibilities for their own learning they would have to take in a variety of possible future educational settings.
- 12: decide how they will make use of educational opportunities in order to attain their career goal.

DOMAIN 13: COMMUNICATE EFFECTIVELY

GOAL: As a result of participating in the guidance program, students will develop and maintain listening and expression skills in order to relate effectively with others.

COMPETENCY/GRADE LEVEL:

More specifically, students will

- K: recognize that they listen to and speak with a variety of people.
- 1: recognize the need to tell others their personal needs, feelings, ideas and experiences and to listen to those of others.
- 2: describe listening and expression skills that allow them to understand others and others to understand them.
- 3: listen to and speak appropriately with friends and others that are not close friends.
- 4: analyze how what they say affects others' actions and feelings, and how what others say affects their actions and feelings.
- 5: distinguish between thoughts and feelings that they are expressing and those they are hearing from friends, especially in situations where others are striving to influence them.
- 6: analyze how communication skills improve their relationships with others.
- 7: use listening and expression skills to handle peer pressure.
- 8: evaluate how listening and talking helps them to make decisions, set goals, and solve problems.
- 9: analyze how they use communication skills to improve their mental health.
- 10: use communication skills to help others.
- 11: analyze the effectiveness of their communication skills in solving problems.
- 12: evaluate the effectiveness of others' communication skills in solving problems.

DOMAIN 14: PLAN/PREPARE FOR PERSONALLY SATISFYING LIVES

GOAL: As a result of participating in the guidance program, students will use learned goal-setting and planning skills to establish a tentative career goal based on their own interests, capabilities and values.

COMPETENCY/GRADE LEVEL:

More specifically, students will

K: describe people and activities they enjoy.
1: identify capabilities they have and they value.
2: recognize activities that interest them and those that do not.
3: describe accomplishments that they are proud of.
4: plan for the purpose of managing their time.
5: describe the meaning of "value" and how values contribute to goals and plans.
6: construct 5 goals based on their interests, capabilities and values that they would like to achieve within 5 years.
7: analyze how their interests, capabilities, and values influence what they do.
8: predict how their interests, capabilities, and values will influence their career choices.
9: explain the personal satisfaction derived from achieving goals.
10: decide which careers (worker functions; clusters; fields; tasks) would provide them the opportunity of fulfilling their vocational goals.
11: design what a personally satisfying and balanced life would entail for them 10 years hence.
12: decide their tentative career goal and plan for attaining it.

DOMAIN 15: PLAN/PREPARE FOR SOCIALLY USEFUL LIVES

GOAL: As a result of participating in the guidance program, students will relate their career choices to the demands of the world of work.

COMPETENCY/GRADE LEVEL:

More specifically, students will

- K: describe work activities of family members within and outside the home.
- 1: describe different work activities and their importance to the society.
- 2: define "work" and recognize that all people work.
- 3: conclude that people obtain rewards for their work.
- 4: analyze how their basic study skills relate to desired work skills.
- 5: define "stereotype" as relates to careers and explain how stereotyping limits choices.
- 6: imagine what the world (including the work world) will be like in 20 years.
- 7: describe characteristics of the world of work (e.g., clusters, fields, educational levels related to work levels, labor market information).
- 8: relate themselves to the work world via interpretation of the CPP I.
- 9: predict how they may have to change to fit into a career in the future.
- 10: analyze demands of the work world (e.g., work habits, skills, specific job outlooks, clusters).
- 11: predict how their developed learning and study skills can contribute to work habits and skills in the future.
- 12: decide their tentative career goal and plan for attaining it.

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*Much of this is adapted from the Life Career Development model described by Gysbers, N.C. & Moore E.J. (1980). Improving guidance programs. Englewood Cliffs, N.J.: Prentice-Hall. It is also consistent with and similar to the guidance curriculum proposed by the Guidance Department of the Texas Education Agency.

NORTHSIDE GUIDANCE CURRICULUM SCOPE & SEQUENCE

OUTCOMES/GRADE LEVEL

As a result of participating in the developmental guidance program, students will

KINDERGARTEN

DOMAIN	OUTCOME
1.	know their physical, intellectual and emotional characteristics.
2.	describe their work and play relationships with others. interact with others in ways that demonstrate caring and respect for them.
3.	describe areas in school where they are self-sufficient and where they are not.
4.	be aware of their place in the family system.
5.	be aware of their community and their place in it.
6.	identify choices they make and realize the difficulty of choosing between two desirable alternatives.
7.	describe how the school environment is different than the environment they were in last year.
8.	identify a problem.
9.	describe things they learn at school.
X.	describe their daily plan (schedule).
10.	describe their classroom, their playground, and identify the adults who work with them.
11.	describe their community.
12.	describe what first grade will be like and explain what they look forward to about it.
13.	recognize that they listen to and speak with a variety of people.
14.	describe people and activities they enjoy.
15.	describe work activities of family members within and outside the home.

FIRST GRADE

DOMAIN OUTCOME

1. understand that they are different from others physically, intellectually, and emotionally.
2. describe physical, intellectual and emotional characteristics of others.
3. describe responsibilities they have in school.
4. describe responsibilities they have as a family member.
5. recognize that a community is shared by many.
6. describe decisions they make for themselves and those made for them by others.
7. describe how they have changed during the past year.
8. recognize a problem in a given situation.
9. transfer things they learn at school to situations outside of school.

X. identify goals that others set.

10. describe the school and identify the school personnel who are there to help them.
11. define what constitutes a "community."
12. describe how first grade is similar to and different from Kindergarten and how they expect second grade to be.
13. recognize the need to tell others their personal needs, feelings, ideas and experiences and to listen to those of others.
14. identify capabilities they have and they value.
15. describe different work activities and their importance to the society.

SECOND GRADE

DOMAIN	OUTCOME
1.	recognize how they care for themselves physically, intellectually, and emotionally.
2.	understand [illegible] others.
3.	understand that rules and procedures in school are to provide order to enhance the learning environment.
4.	understand that family rules and procedures contribute to family harmony.
5.	describe their community's social traditions and laws.
6.	describe the decisions that are difficult for them.
7.	describe changes in their environment and how they feel about those changes.
8.	recognize when a problem exists and what the "problem" is.
9.	recognize some benefits of things they have learned at school.
X.	describe goals they have.
10.	describe how tests help you learn and how to take them.
11.	describe their community's makeup.
12.	relate how their anticipation of second grade in first grade helped them do/feel better in/about second grade.
13.	describe listening and expression skills that allow them to understand others and others to understand them.
14.	recognize activities that interest them and those that do not.
15.	define "work" and recognize that all people work.

THIRD GRADE

DOMAIN	OUTCOME
1.	assume responsibility for caring for themselves physically, intellectually, and emotionally.
2.	describe the processes of making and keeping friends and in demonstrating respect for others.
3.	understand the importance of accepting their responsibilities and those of the teacher and other school staff within the learning environment.
4.	describe responsibilities of their parents, other members of their family, and adults they know.
5.	describe the responsibilities of identified community leaders.
6.	describe the process they use in making decisions.
7.	summarize the things in themselves and in their environment that they have control over.
8.	identify the problem in an uncomfortable situation and describe how they have contributed to it.
9.	differentiate between those subjects which are easier for them and those which are harder.
X.	recognize that achieving goals takes planning.
10.	explain what achievement test results tell them.
11.	describe learnings from experiences in different parts of their community.
12.	define what "future" means and summarize what educational opportunities lie in their future.
13.	listen to and speak appropriately with friends and others that are not close friends.
14.	describe accomplishments they are proud of.
15.	conclude that people obtain rewards for their work.

FOURTH GRADE

DOMAIN	OUTCOME
	1. take pride in their physical, intellectual and emotional accomplishments.
	2. recognize how the actions they take affect others' feelings.
	3. understand that growing up requires more self-discipline/self-control/acceptance of responsibility for their own behaviors.
	4. use methods that lead to effective cooperation within the family, with children and adults.
	5. describe some basic rights/needs of individuals in their community.
	6. describe the basic systematic decision-making process.
	7. describe how they manage changes and understand that important events affect their lives and others'.
	8. describe the problem solving process.
	9. describe the study skills necessary for learning each school subject.
	X. describe the goal-setting and planning processes.
	10. construct learning goals from achievement test results.
	11. experience learning in a part of their community that they may not yet have experienced.
	12. construct an educational goal for fifth grade in anticipation of using well their educational opportunities in middle school.
	13. analyze how what they say affects others' actions and feelings, and how what others say affects their actions and feelings.
	14. plan for the purpose of managing their time.
	15. analyze how their basic study skills relate to desired work skills.

FIFTH GRADE

DOMAIN	OUTCOME
	1. specify their physical, intellectual and emotional characteristics.
	2. specify characteristics in others they like/dislike, value/do not value.
	3. analyze how the consequences that occur are a logical results of their actions.
	4. describe various ways family members work together.
	5. interpret how the traditions and laws that govern us benefit the community.
	6. apply the basic systematic decision-making process to school related choices.
	7. understand that growing up allows them to manage more aspects of their own lives.
	8. describe situations that produce unhappy or angry feelings and how they deal with those feelings and apply the problem-solving process.
	9. analyze the various methods they use to learn in school.
	X. construct personal goals and plans for achieving them.
	10. apply the basic systematic decision-making process to middle school elective choices.
	11. describe how they use their leisure time in their community for their benefit and that of others.
	12. describe how middle school/6th grade might be similar to and different from elementary school/5th grade.
	13. distinguish between thoughts and feelings that they are expressing and those they are hearing from friends, especially in situations where others are striving to influence them.
	14. describe the meaning of "value" and how values contribute to goals and plans.
	15. define "stereotype" as relates to career and explain how stereotyping limits choices.

SIXTH GRADE

DOMAIN	OUTCOME
	1. analyze how personal characteristics and abilities change and how they can be enhanced.
	2. analyze the skills needed to make and keep friends while maintaining their own standards.
	3. analyze when they take responsibilities for their behaviors in school and when they do not/when they are self-disciplined and when they are not.
	4. recognize that different family members are different in their likes, dislikes, strengths, weaknesses and goals.
	5. discuss how their actions in the community affect the community's welfare.
	6. apply the 8-step systematic decision-making process with emphasis on generating alternatives and understanding decision strategies.
	7. analyze ways they have control over themselves and their environment and ways they do not.
	8. understand what "stress" means and describe appropriate methods for handling distress.
	9. relate their measured cognitive abilities to learning of various subjects and to use of study skills.
	X. distinguish between short- , intermediate- , and long-term goals.
	10. manage themselves in the new environment of the middle school: describe the school,identify school personnel and their roles.
	11. analyze how school learning experiences relate to their leisure activities.
	12. analyze the responsibilities that they have to take to succeed in middle school and how these are similar to/different from those in elementary school.
	13. analyze how communication skills improve their relationships with others.
	14. construct 5 goals based on their interests, capabilities and values that they would like to achieve within 5 years.
	15. imagine what the world (including the work world) will be like in 20 years.

SEVENTH GRADE

DOMAIN	OUTCOME
	1. compare their characteristics and abilities with those of others and accept the differences.
	2. understand how to assess current social relationships to judge their effectiveness.
	3. compare/contrast the consequences that occur when they take responsibility and when they do not/when they are self-disciplined and when they are not.
	4. respect individual family members rights/responsibilities and at the same time interpret how the family system operates.
	5. volunteer time to community projects.
	6. analyze the role that values play in using the systematic decision-making process.
	7. analyze the multiple changes that are occuring in themselves and their feelings about those changes.
	8. analyze how listening and talking helps to solve problems.
	9. extend what the learn (past and present) at school to situations outside of school.
	X. analyze various methods of evaluating their progress towards a goal. acknowledge that external factors may affect their ability to achieve goals.
	10. participate in at least one extra-/co-curricular activity.
	11. participate in a leisure activity which relates to a school-based learning.
	12. distinguish and categorize the multiple learning opportunities available to them in the middle school and how they use them.
	13. use listening and expression skills to handle peer pressure.
	14. analyze how their interests, capabilities, and values influence what they do.
	15. describe characteristics of the world of work (e.g., clusters/fields; educational levels; labor market).

EIGHTH GRADE

DOMAIN OUTCOME

1. distinguish between things that are helpful and those that are harmful to their physical, intellectual and emotional health.
2. understand the various ways they interact with peers and with adults
3. assess how, when they avoid responsibilities, their self-sufficiency within the school environment is hindered.
4. analyze effective family relationships, their importance, and how they are formed.
5. analyze their own leadership potential.
6. predict probable outcomes of various alternatives generated in using the systematic decision-making process.
7. explain the interactive effects of personal and/or environmental changes and describe strategies for managing change.
8. analyze how accepting responsibility help them manage their lives and solve problems.
9. predict how they will use knowledge from certain subjects in future life and work experiences.

X. formulate short- , intermediate- , and long-term life-career goals and plan to meet the short-term goal.

10. anticipate the multiplicity of opportunities for learning at the high school (co- , extra- curricular, extensions).
11. relate learnings from outside of the school setting to school-based learnings.
12. predict how they might use the multiple educational opportunities available to them in the high school.
13. evaluate how listening and talking helps them to make decisions, set goals, and solve problems.
14. predict how their interests, capabilities and values will influence their career choices.
15. relate themselves to the work world via the CPP I.

NINTH GRADE

DOMAIN OUTCOME

1. predict methods they may use in caring for their physical, intellectual, and emotional health.
2. compare/contrast their characteristics with those of others recognizing that individuals change.
3. accept responsibility for their own actions.
4. analyze their own contributions to/detractions from the harmonious workings of their family system.
5. define some social problems of their community.
6. analyze the importance of generating alternatives and assessing the consequences of each before making a decision.
7. analyze the differences between the high school and the middle school environments and how they are managing the change.
8. translate the systematic decision-making process to apply to problem solving.
9. analyze personal learning styles and study skills and explain their importance.
X. contrast goals they desire to complete with those they expect to complete.
10. manage themselves in the new environment of the high school and plan to use the opportunities provided.
11. analyze how they use their community for learning and for leisure activities.
12. prioritize which educational opportunities they will use in their high school years and how they will use them.
13. analyze how they use communication skills to improve their mental health.
14. explain the personal satisfaction derived from achieving goals.
15. predict how they may have to change to fit into a career in the future.

TENTH GRADE

DOMAIN	OUTCOME
	1. assess how taking responsibility for their physical and mental health enhances their lives.
	2. evaluate the importance of having friendships with peers and adults.
	3. plan how to better accept responsibility for their behaviors in school.
	describe situations where their behaviors affected others' behavior towards them.
	4. formulate how their use of effective communication skills enhances their family relationships.
	5. describe their own role in solving community problems.
	6. accept responsibility for decisions they make using the systematic decision-making process.
	7. analyze how they manage changes in their environment and in themselves.
	analyze how their interests, values, and capabilities have changed and are changing.
	8. use appropriate methods to reduce their own stress during tension-producing situations.
	9. evaluate personal learning style and study skills and plan to improve/expand them.
	X. evaluate the importance of setting realistic goals, based on understanding of their own unique interests, values, and capabilities.
	10. commit to participate in at least one extra-/co-curricular activity.
	11. analyze how they could use their community's resources more fully to enhance school-based learning and to enrich their use of leisure time.
	12. describe how taking responsibility for their own learning enhances that learning.
	13. use communication skills to help others.
	14. decide which careers (worker functions, clusters, fields, tasks) would provide them the opportunity of fulfilling their vocational goals.
	15. analyze demands of the work world (e.g., habits, skills, specific job outlooks, clusters, educational levels.)

ELEVENTH GRADE

DOMAIN	OUTCOME
	1. analyze when they take responsibility for themselves and when they do not.
	2. participate effectively in cooperative and competitive endeavors and in situations which call for compromise.
	3. conclude that accepting responsibility for their behaviors enhances their schooling and that avoiding responsibility for their behaviors hinders their schooling.
	4. assess their current social and family relationships and evaluate their effectiveness.
	5. analyze the roles accepted by community leaders.
	6. analyze the consequences of decisions that others have made.
	7. predict how they will manage the change in their lifestyles that will occur after leaving high school.
	8. manage situations that require problem solving.
	9. analyze how school-based learning enhances their lives.
	X. assess their ability to achieve past goals and how external factors have helped/hindered their ability to achieve goals and integrate this knowledge for the future.
	10. prepare to make good use of the testing available to facilitate their post-high school planning.
	11. plan how they will use their community's resources more fully to complement their school-based learning and to enrich their use of leisure time.
	12. compare/contrast what responsibilities for their own learning they would have to take in a variety of future educational settings.
	13. analyze the effectiveness of their communication skills in solving problems.
	14. design what a personally satisfying and balanced life would entail for them 10 years hence.
	15. predict how their developed learning and study skills can contribute to work habits in the future.

TWELFTH GRADE

DOMAIN	OUTCOME
	1. value their individuality and mental and physical health.
	2. evaluate the meaning of effective relationships and predict the role(s) of relationships in their adult lives.
	3. assess how taking responsibility for their own actions enhances their lives.
	4. plan how they will establish an effective family of their own.
	5. share in the division of responsible leadership in some community project.
	6. decide their post-high school and tentative career plans.
	7. plan how they will manage the transition to a young adult lifestyle.
	8. formulate their own process for solving the various kinds of problems: personal, interpersonal, situational.
	9. decide that learning will continue to enrich their lives.
	evaluate ways they presently learn and predict how learning may continue in the future.
	X. decide their post-high school plan based on the long- , intermediate- , and short-term goals.
	10. decide that learning will continue to enrich their lives.
	11. decide how learning in the community will continue to enrich their lives.
	12. decide how they will make use of future educational opportunities in order to attain their career goal.
	13. evaluate the effectiveness of others' communications skills in solving problems.
	14. decide their tentative career goal and plan for attaining it.
	15. decide their tentative career goal and plan for attaining it.